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MONTHLY BULLETIN OF THE DEPARTMENT OF PUBLIC INSTRUCTION

OUR DEMOCRACY

From an address on "American Ideals", delivered by State Superintendent Lester K. Ade, before the annual banquet meeting of Garrett Cochran Post of the American Legion in Williamsport, March 12, 1936.

What should be said of a world-leading democracy wherein 10 per cent of the adult population cannot read the laws which they are presumed to know?

What should be said of a democracy which sends an army to teach democracy wherein out of the first 2,000,000 drafted men there were 200,000 who could not read their orders or understand them when delivered, or read the letters sent them from home?

What should be said of a democracy in which one of its sovereign states expends a grand total of six dollars per year per child for sustaining its public-school system? What should be said of a democracy which expends in a year twice as much for chewing gum as for schoolbooks, more for automobiles than for all primary and secondary education, and in which the average teacher's salary is less than that of the average day laborer? What should be said of a democracy which is challenged by the world to prove the superiority of its system of government over those discarded, when it is compelled to reach many millions of its people through papers printed in some foreign language? What should be said of a democracy which permits tens of thousands of its native-born children to be taught American history in a foreign language—the Declaration of Independence and Lincoln's Gettysburg speech in German and other tongues?

What should be said of a democracy which permits men and women to work in masses where they seldom or never hear a word of English spoken?

True Americanism is inseparable from good citizenship. The present world crisis, if in the Providence of God we escape being drawn into it, should mean a rebirth of true Americanism, of a fresh advance of allegiance to national duty, of renewed resolutions to improve American character, and of determination to get the substance of Americanism rather than content ourselves with the shadow.

PROGRAM OF THE DEPARTMENT OF PUBLIC INSTRUCTION

The program of the Department of Public Instruction comprises two general divisions of service. The one includes a number of features more or less indirectly related to the public schools of Pennsylvania and the other, features that are directly in touch with the public school programs.

In an address delivered at the annual schoolmen's convention in Philadelphia last month, State Superintendent Lester K. Ade discussed briefly some of the features of the more specific educational services of the Department. He commented on the educational advisory capacity of the State Council of Education, the interpretation of education through the Department's publications, the assistance rendered candidates for the professions through the pre-professional credentials division, the council and technical advice available to schoolmen from the school plant division, the improvement of educational facilities through the division of consolidation and transportation, the financial aid and guidance rendered the school districts by the divisions of school business and budgetary control, and the elevation of standards of teacher education through the agencies of the teacher division and the several teachers college boards. The superintendent placed special emphasis on the work of the Bureau of Instruction which renders service to the public schools in Pennsylvania through its numerous divisions which include elementary and secondary education, atypical and extension education, agricultural and home economics education, industrial and business education, vocational rehabilitation, health and physical education, and art and music education. Under this bureau also is a division which deals with the materials of the curriculum and correlates and integrates the program in the several fields of learning.

In his conclusion the State Superintendent said "we plan to call upon leaders of lay and professional groups throughout the State to join with us in studying our educational problems. We need the advice and assistance of all interest groups in the further development of an educational program in Pennsylvania. The schools belong to the people and we want them to be conscious of this fact. We feel certain that with the friendly consideration of our educational problems by all the leaders of lay and professional associations representing a cross section of interest groups of our citizenry, definite and consistent progress will be assured."

EDUCATION DEFINED

From an address by State Superintendent Lester K. Ade, delivered at the Annual Schoolmen's Week in Philadelphia, March 27, 1936.

Before attempting to formulate a central theme or common basis of agreement, let us explore briefly several of the possible sources of an eclectic and satisfying philosophy of education. Among these sources are the early educators, the Founding Fathers, and recent professional commissions and committees.

Plato urged that education should develop every inherent potency of the individual into a harmonious whole, so as "to give to the body and to the soul all the beauty and all the perfection of which they are capable." Aristotle wanted schools to help each individual to attain happiness by a virtuous life in a virtuous state. Comenius thought that education should train for usefulness and happiness in adult life. Locke stressed the "virtue" that comes from a knowledge and understanding of the world. Rousseau conceived of the function of education as cultivating the natural powers so that the individual could direct his life under diverse social conditions. Pestalozzi wanted to develop and to increase the forces of intelligence in harmony with the natural development of the individual. Spencer believed that education should prepare one to discharge properly the fundamental activities of society.

Perhaps we shall come closer to the purpose of education in our American democracy by examining the opinions of early American statesmen. Franklin wrote that education should supply the future with men qualified to serve the public with honor to themselves and to their country. Washington believed that education should contribute to the security of the Constitution by teaching the people to know and to value their own rights. John Adams emphasized his belief that general education would tend to prevent poverty, to level economic distinctions, and to preserve the rights and liberties of citizens. Jefferson declared that universal education would preserve the freedom and happiness of the common people. Lincoln was convinced that a moderate amount of education was necessary for citizens to appreciate the value of their free institutions.

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P-T PRESIDENT COMMENTS ON DR. ADE'S PHILOSOPHY

As a member of the National Youth Administration State Advisory Board I have been most interested in the youth problems of our State, and have through much study come to the conclusion that there is a need for "The New Education". State Superintendent, Lester K. Ade, at the opening of the Pennsylvania State Education Association Convention in Harrisburg said—"The New Education is defined in terms of meaningful activities and rich experiences based upon adult insight and children's interests and needs which result in reflective thinking. The final admonition is 'be not the first by whom the new is tried, nor yet the last to lay the old aside.'"

The New Education convinces us that there is need for the home supplementing the work and ideals of the school, and that we matriculate at the cradle and graduate at the grave. Some one has said "Adolescence has been called the judgment day for parents." If we could only be good parents the judgment day would hold no terror for us. For youth it is a new birth, and what youth wants is an ideal with which he may identify himself and which he may in some degree realize in himself.

KATHERINE H. HALL,
President State Congress PTA

One-Room School Houses

139,180 of the 241,428 school buildings in the United States are one-room structures; i. e., of the total buildings 57.6 per cent are of the one-room type.

Among the states having the highest percentage of one-room school houses are the following: South Dakota, 88 per cent; Nebraska, 80 per cent; Wisconsin, 79 per cent; Kansas, 76 per cent; Missouri, 74 per cent. Maine, 70 per cent.

Pennsylvania has 6105, or 54 per cent.

PERSONNEL CHANGES

Research Consultant

Recently appointed to the position of Senior Curriculum Consultant is Alan O. Dech of Myerstown, Lebanon County, Pennsylvania.

Mr. Dech is a graduate of the Albright Preparatory School and Albright College. After receiving the A. B. Degree from the latter institution, he pursued courses in advance study at the University of Pennsylvania where he earned the M. A. Degree in 1924. During the summers of 1931-33 he was engaged in curriculum study at Teachers College, Columbia University.

His professional experience consists of teaching research and curriculum study in the Summit Hill High School at Reading, the Pottstown Public Schools, and the Oyster Bay Public Schools in New York.

Building Construction Engineer

To succeed Harry Stone in the office of Building Construction Engineer, the Department of Public Instruction has appointed Harold M. Philpott of New Castle, Lawrence County, Pennsylvania.

Mr. Philpott received his early education in the New Castle Public Schools and later took advance work in architectural engineering at the University of Michigan. He gained additional training in the profession by studies during a prolonged sojourn in Europe.

After returning from abroad he was employed as Architectural Draftsman by various firms in Pennsylvania and later as an appraiser of properties and repairs for the Home Owners Loan Corporation.

Tioga County Superintendent

Upon the unanimous recommendation of the officers of the Tioga County School Directors Association, Dr. Lester K. Ade, State Superintendent of Public Instruction, appointed Walter C. Clark, of Wellsboro, as County Superintendent to fill the unexpired term of Edwin E. Marvin, who died early in April. Mr. Clark, who prior to this appointment was Assistant County Superintendent in Tioga, is a graduate of the Mansfield Normal and of Bucknell University. His twenty-five years of experience in the schools of Tioga County include a term of ten years as Principal of the Clymer Township public schools, and 15 years as Supervising Principal of the Westfield borough schools. He was sworn into office by Superintendent Ade on April 13 at Harrisburg.

ORGANIZATIONS

State Directors Condemn Blanket Dismissals

At their annual convention in Harrisburg some weeks ago, the State School Directors' Association expressed their desire to have their resolutions given as much timely publicity as possible. One of these resolutions dealt with blanket dismissals of teachers and was stated in their official report as follows:

"Resolved, that this Association recommends that School Boards give notice of dismissal only to teachers actually to be dismissed and that we strictly condemn the system of abuse carried on in some districts by giving blanket dismissals to teachers."

CALENDAR OF EDUCATIONAL EVENTS

May 2 Commercial Contest, State Teachers College, Bloomsburg, Pa.
May 8 Music Festival, State Teachers College, Clarion, Pa.
May 11-15 Fortieth Convention National Congress Parents and Teachers, Milwaukee, Wisconsin.
May 16 Regional Conference Progressive Education Association, Bridgeport, Conn.
May 17-23 National Conference of Social Work, Washington, D. C.
May 18 World Goodwill Day
May 31 June 6 Triennial Conference of Associated Women of the World, Washington, D. C.
June 8-12 Fourth Annual School of Family Relationships, State College.
June 11-13 Seventh Annual School Administrators' Conference, Peabody College, Nashville, Tenn.
June 25-26 Fourth Conference on Business Education, University of Chicago
June 28 July 2 National Education Association Convention, Portland, Oregon
July 6-9 American Home Economics Association, Seattle, Washington.
July 28-30 Superintendents' Conference, Pennsylvania State College, State College, Pa.
October 1-2 Central Convention District, Lock Haven, Pa.
October 7-8 Education Congress, Department of Public Instruction, Harrisburg, Pa.
October 15-17 Western Convention District, Pittsburgh, Pa.
October 16 Northwestern Convention District, Erie, Pa.

VISUAL MATERIAL FOR SCHOOLS

Educators who viewed the commercial exhibits at the Schoolmen's Convention in Philadelphia, recently, were gratified to find a display of Visual Education materials to be distributed free to public schools and other educational institutions of Pennsylvania. The exhibits included a relief map of the State in sections, constructed to show the geological strata. Another relief map, showed the water sheds of the State and the recent flood areas. A series of costume plates from "The Story of Clothing" and transparencies with animated figures for plays also attracted the school men and women.

This contribution to public school education is the work of the Museum Division of the Works Progress Administration. This organization is preparing additional visual instruction materials for free distribution. Their projects include original plays for English courses, music compositions to accompany dramatization, three dimensional models of historic buildings, industrial developments, natural resources, and early settlers. Still other museum projects which they are making available for schools deal with the American Indian, replicas of historic buildings, the story of printing, and a large table map of Pennsylvania.

More detailed information about this valuable work may be secured by communicating with Martha C. Colt, Works Progress Administration, 46 North Cameron Street, Harrisburg, Pennsylvania.

ADMINISTRATION AND FINANCE

Department Improves Its Services

To make the services of the Department of Public Instruction more accessible to the school districts and to effect a closer cooperation between the Department and districts several projects are in progress.

By means of a survey of superintendents, principals, and school executives, the Department is discovering the types of service most needed in the field. New bulletins based on the findings of the survey are being projected. An improved form of bulletin with a simpler arrangement of contents, a more thorough index, and an introduction explaining its use is being planned.

A complete catalog listing all the publications of the Department is under way and will be available for all educators and laymen interested in using it. A series of articles is contemplated dealing specifically with the Department's program of service and activities. This last named will clarify to school people throughout Pennsylvania the organization of the Department and the most effective manner in which they might avail themselves of its various services.

A Point of View on Tax

A lively though serious point of view with regard to the payment of taxes was presented in a recent issue of the "Journal of the New Jersey Teachers Association". Having computed that the combined cost of state, county, and municipal taxes amount to twenty-five cents a day, the writer enumerates what the tax payer receives for his quarter:

(a) Police protection all day long, wherever you happen to go.
(b) A dozen or more firemen standing by all day, with their equipment, on a chance that your house will catch fire.
(c) A modern school building for your children, lighted and heated, with a carefully selected teacher, free textbooks and supplies.
(d) Playgrounds for those same boys and girls, parks and other recreational facilities for you.
(e) Courts of law in which you can have your disputes settled.
(f) Good roads—the best in the country—on which you can run your car.
(g) Three men on a truck to collect your garbage, a sewage system, and protection from communicable diseases.
(h) A large number of hospitals and homes to which you can turn in the event of extreme illness or proverty-stricken age.
(i) An elaborate relief organization, should you find yourself absolutely "up against it".

STATE-AID AND ADMINISTRATIVE UNITS

Some light on the big question of administrative units in Pennsylvania may be gained from a recent report on the subject submitted by the New York State Commission on state-aid to municipal sub-districts.

The report is introduced with this comment:

> "No system of state-aid for education can operate with success under the systems of school district organizations that exist in much of the rural area. If the State is to continue to participate to so great a degree in financing the educational offering, it must insist that the school district be so organized that reasonable educational and administrative standards can be attained."

It is felt that the generous state-aid policy to one-teacher schools in New York has contributed to the survival of these institutions even where the rural districts are too small to offer an adequate educational program, much less to achieve economy in the operation of the same. No substantial improvement of the system of state-aid for schools can be accomplished until the districts themselves are reorganized, the report says, and this reorganization should be made on a state-wide basis.

The recommendation goes so far as to declare that "the state department of education should be given authority to withhold all state-aid where the children in any given district can be transported reasonably to another district with a saving in costs or with improvement in educational offering."

EXTENSIVE SCHOOL BUILDING IMPROVEMENTS IN PENNSYLVANIA

Of special educational importance in the 233 school building projects now in progress in Pensylvania is the fact that a great many of them include the construction of public auditoriums and gymnasiums in communities that have heretofore been denied these valuable social adjuncts.

This feature of Pennsylvania's school building program gives a new impetus to the educational trend of extending public school education beyond the limits of the traditional twelve grades, so as to include youth out of school as well as adults in its offering. The $20,000,000 Federal Fund, which has been made available for Pennsylvania's building program together with some $30,000,000 furnished by the local school districts, raises the financial dimension of the building projects to $50,000,000. A building program of this proportion is sufficient to give employment to a quarter-million workers and remove from relief rolls thousands of families.

TRADITIONS AND TRENDS

Automobile Safety

Instruction in automobile safety is now emphasized in the best schools everywhere. It is advocated by some school authorities that every high school student should have a thorough course in the automobile—including the machine itself, economics of purchase and ownership, the rules and courtesies of the road, and actual practice of driving under traffic conditions. A certificate from this course would entitle the graduate to his driver's license.

Commencement Programs

A survey of the best programs of 1935 shows that the following themes or topics were most frequently used: the tercentenary of secondary education; educational progress; leisure time; adult education; education for the new day; the New Deal. desirable social-economic goals of America; our future security; citizenship through participation; problems confronting our nation; the graduate views the future; why attend high school and college; the citizen of tomorrow; vocational education. what the school has done for me; school tax problems; the school and community life; the spirit of America; and health.

The general tendency to vitalize graduation programs has led the National Education Association to prepare a packet containing outlines and suggestions for developments in this direction. The NEA can be addressed at 1201 Sixteenth Street, Washington, D. C.

Percentage of Men Teachers Grows

There has been a general increase in the number of men entering the teaching profession in public schools of Pennsylvania during the past 15 years. In 1920 16 per cent of the teachers were men, in 1929 19 per cent in 1930 20 per cent and in 1935, nearly twenty-five per cent.

This increasing ratio is attributable to the relatively better conditions in education as against industry during the depression, and to the fact that the rapidly expanding secondary schools attracted men in the departments of practical arts, agriculture, and science. In some of the larger centers men have likewise been attracted to the upper grades of the elementary school where four years of college preparation are required for teaching.

Comparative figures for certain foreign countries are interesting. In 1920, approximately 66 per cent of the teachers in Norway were men. In 1927, 73 per cent of the teachers in Germany were men and 81 per cent of the teachers in Czechoslovakia were men. In 1929, 60 per cent of the teachers in France were men. United States ranks lowest among the countries in its ratio of men teachers.

BASIC ISSUES IN SECONDARY EDUCATION

Ten issues listed as basic to the improvement of secondary education were presented in an address by Thomas H. Briggs before the annual convention of the Department of Superintendence.

1. Should secondary education be provided at public expense for all individuals or for only a limited number?
2. Has the public school the right to terminate a pupil's persistence in the secondary grades regardless of his or her parent's wishes?
3. To what extent is secondary education obliged to develop youth only in those ways that will contribute most to the welfare of the supporting society?
4. Should there be a common curriculum for all, or differentiated offerings?
5. What part should vocational education have on the secondary level?
6. Should secondary education be considered as a preparation for advanced studies or as a satisfaction of needs only as far as it is continued?
7. Should the curriculum be organized into subjects or into experiences?
8. To what extent shall the curriculum be extended to include the direction and the establishment of attitudes and ideals, in addition to the presentation of organized knowledge?
9. Should secondary education merely assist youth in adjusting itself to prevailing social ideals or should it seek to stimulate the reconstruction of society?
10. Should the secondary schools exist as a separate institution contributing to the gradual, continuous, unitary process of education?

INSTRUCTION

What is a Standard Preparation for Teachers?

In an address delivered at the National Convention of the Department of Superintendence, Henry Klonower, director of the teacher bureau in the Department of Public Instruction of Pennsylvania, declared that if the several states could agree at once on an acceptable definition in terms of preparation of several types of teachers, the professional institutions engaged in teacher education would be greatly aided in setting up their programs of instruction and school executives and administrators would be materially aided in evaluating the qualifications of candidates for positions.

"There is no generally recognized definition for the American public school teacher in terms of preparation," said the speaker. "There are as many levels of education as there are institutions engaged in the education of teachers, and the differences vary from high school education with six weeks of professional preparation to a year or more of graduate work based on four years of professional education in an accredited institution."

A "Practical" Side on Fine Arts

In a recent report on art education, C. Valentine Kirby, art director in the Department of Public Instruction, said there are at least 100 vocations in this field and more than 300 additional occupations which require some training in art.

In emphasizing the practical side of this phase of public school education, Mr. Kirby described the part which art education plays in home making, handicrafts, decorations of chinaware, towels, wall paper, lamp shades, floor coverings, glassware, book covers, and vases. Larger functions of this talent include landscaping, interior decorating, and architectural design. That art is no longer thought of as something fanciful and impractical is evidenced by the fact that more than 1300 adult persons in one county, made application for admission to art classes organized under the Federal government program.

For a Clear Curriculum

A statement recently made by A. L. Threlkeld, president of the National Department of Superintendence, gives point to one of the Department of Public Instruction's policies with regard to materials of instruction. His statement follows:

"Everything that gets into the curriculum gets there because it seems to have significance to some groups of persons. Among such persons are pupils, teachers, and their professional associates, textbook makers, parents, pressure groups, and subject specialists. Each of these groups has a contribution to make in determining what is of sufficient significance to be included in the school curriculum.

"We need to examine the motives and points of view of each of these groups to determine what it is that now makes the curriculum seem significant to each of them. When we do this, we shall find that the points of view of some of them are often subject to criticism."

Motion Pictures in Education

Extensive progress in developing methods of teaching motion picture appreciation in the public schools of America is evident from the fact that last year more than 100,000 high school students under the direction of 1000 different teachers were engaged in this study.

The fact that such a course fills a need actually existing on a broad scale will have more influence than anything else in promoting this study in the public schools. Authentic figures show that weekly attendance at motion picture theatres in the United States increased during the past five years from 80,000,000 to 110,000,000, and that during the last year alone, the number of feature films released increased from 662 to 766.

The purposes of such a course as suggested by those who are dealing with the problem are as follows:

(1) To develop an understanding of the influence of the motion picture upon the information, attitudes, and conduct of children, youths, and adults.
(2) To develop discrimination in the selection of motion picture entertainment.
(3) To evaluate critically what is seen on the screen.
(4) To develop leadership among high school students in the solution of our motion picture problems.

What Schoolmen Want

To date more than 300 superintendents, principals, and school executives have replied to the Department of Public Instruction's survey asking for expressions with regard to the value of the Department's bulletins and soliciting suggestions by which the Department might improve its services to the public schools.

Among the bulletins which schoolmen found especially valuable are those dealing with home economics, health and physical education, history and social studies, library lists, educational directory, courses of study in mathematics, art, music, and foreign language; and also character education, promotion and commencement exercises, course in science, personnel records, highway safety, and reporting pupil progress in schools.

The suggestions from the field for special services ranged from the need of friendly consultation and advice from the Department to the need of pointed criticism from special consultants and more data and information regarding education in Pennsylvania.

Regional Conference on Special Education

The Department of Public Instruction in cooperation with Superintendent of Schools George A. Eichler, of Northampton, is sponsoring a Regional Conference on Special Education in that city on May 1, 1936. The purpose of the meeting,—which involves the counties of Lehigh, Carbon, Monroe, Luzerne, Columbia, Schuylkill, and Northampton,—is to bring together all school people and citizens who are interested in the education of mentally handicapped children—especially those who may contemplate the organization of special classes for these children in their communities. Demonstrations and discussions will feature the all-day conference.

Delinquencies

A recent inquiry into the type of neighborhood in which 911 of 1000 delinquents live showed that 782, or 85.8 per cent, resided in poor neighborhoods. These delinquencies listed in order of frequency, are as follows: Larceny, 505; burglary, 231; waywardness, 107; truancy, 30, assault, 24; trespassing, 10; sex offenses, 9; gambling, 7.

Teachers and Engineers

A recent statement indicates that teachers and engineers now outnumber all other professions combined.

STATE SCHOLARSHIP EXAMINATIONS

A special premium will be placed on the results of the forthcoming annual state scholarship examinations which will be held in every county seat in the Commonwealth May 1.

In addition to the opportunity which the candidates will enjoy to earn a $400 scholarship valid in any of the accredited liberal arts colleges of Pennsylvania, the candidates who present themselves for this test will constitute the list from which the senators of Pennsylvania may select worthy high-school graduates for receiving the senatorial scholarships. In addition to these two advantages the candidates will enjoy the privilege of being in the group of promising and worthy young men from which the State Superintendent of Public Instruction shall select thirty to compete for the graduate scholarships of the National Institute of Public Affairs.

The form of the state scholarship examination for Pennsylvania this year will be a 12-page booklet composed of test questions designed to measure and determine not so much the candidate's knowledge of subject matter and information as his capacity to think, to arrive at conclusions substantiated by facts, and his ability to apply these conclusions to day by day situations as he may find them.

Eighty state scholarships will be awarded on the basis of one for each county or senatorial district to the candidates taking this examination on May 1. In addition to this purpose of the examination, the Department of Public Instruction will use the list of candidates in selecting thirty handpicked young men to compete for scholarship appointments in the National Institute of Public Affairs.

According to the Institute's program, a number of young men from the different state's of America will be given an opportunity through competition to become internes in the National Institute where they will enjoy training along the following lines:

(a) experience as unsalaried full-time assistants to Federal government officials

(b) round-table discussions weekly with legislators, administrators, press correspondents, lobbyists, business men, and educators.

Some universities in America have already offered to accept a year's interneship in the Institute for a full-year's credit toward a graduate degree in their institution. While it is true that high school graduates are not eligible for interneship in the National Institute yet it is believed desirable for them to know in advance about the possibility, so that they may shape their college courses with a view to better preparation to compete for the scholarships when they do become eligible.

Transfer Students

Two hundred and thirty-six students including 125 men and 86 women from over 100 institutions of learning were transferred to the Pennsylvania College during the current academic year.

One hundred and twenty-three of these students were transferred from colleges in Pennsylvania, eighteen from New York, eight from Ohio, six from New Jersey, five from Illinois; four each from Iowa, Indiana, Maryland, Virginia, West Virginia; three each from Alabama, Connecticut, Tennessee, and Wisconsin; two each from Texas; and one each from colleges in Colorado, Idaho, Minnesota, Mississippi, North Carolina, North Dakota, South Carolina, and the Canal Zone.

LICENSING AND LAW

The Department of Public Instruction has had numerous requests from school superintendents for rulings pertaining to matters of school law which at this time are of general interest to the school officials of the State. The following rulings, based upon advisory opinions from the Department of Justice, may be helpful in solving some of these problems in school districts:

Salaries When Schools Are Closed

In view of the many questions raised regarding the payment of teachers' salaries under certain adverse conditions, the following information in line with advice from the Attorney General's Office construing Section 1206 of the School Code is given.

Boards are liable for the salaries of teachers ready and willing to serve in all cases where the schools were closed on account of damaged buildings.

The payment of teachers' salaries is left to the discretion of the board of school directors when the schools have been closed for any of the following reasons:

1. When pupils are prevented from reaching the school buildings because of flood.
2. When school buildings are closed because of lack of heat or water on account of flood.
3. When the Board of School Directors has devoted the use of the building to the housing of refugees from the flood.

Appropriations for Less Than Minimum Term

Section 1601 of the School Code definitely prescribes for each class of school district the minimum number of days school must be in session. Section 1604 specifies that no days on which the schools are closed shall be counted as days taught. Section 2311 gives to the State Superintendent of Public Instruction certain discretionary powers regarding payments of annual state appropriations to districts unable to keep a school or schools open for the minimum term required.

In the exercise of the discretionary power conferred on him, it is the conviction of the Superintendent of Public Instruction that no exception to the specified minimum term should be permitted except upon sufficient proof that every possible effort has been made to meet the full minimum requirement within the fiscal year.

The Zeisenheim Act

The Department of Public Instruction is advised by the Attorney General that the decision of the State Supreme Court invalidating Act 314 which provided for a graduated personal income tax also invalidates Act 315 known as the Zeisenheim Act.

In the light of this opinion, the Department of Public Instruction advises the several school boards in the State in making their budgets for the school year 1936-37 not to anticipate financial assistance under Act 315, which is the act providing for payment by the Commonwealth of minimum salaries conditioned on the reduction of taxes on real estate.

Payment of Increments to Teachers

(Judge Henderson Sustained)

In an advisory opinion transmitted by Dr. Lester K. Ade, Superintendent of Public Instruction, Attorney General, Charles J. Margiotti, agrees with the opinion of Judge Henderson regarding salary increments for teachers for the two years when salary reductions were permitted.

The effects of this ruling are far reaching.

Briefly stated, the opinion from the Department of Justice advises that all school districts, should, for the year 1935-36, and succeeding years, pay their teachers at the rate they would be receiving if the salary deductions for 1933-34 and 1934-35 had never been made or allowed. It does not require the payment of the deductions made for the two year period, but does hold that the salary increment for each of these years should be added to the salary of 1932-33 in computing the rate to which teachers are now entitled. For example, a high school teacher in a third class district receiving a salary of $1200 for 1932-33 should now be receiving $1500 for 1935-36 even though he took a 10 per cent cut for the two years of the suspension of the Edmonds Act, if he has continued teaching in the same district. Thus—

1932-1933	$1200
1933-1934	1080
1935-1936	1500
(Instead of $1300)	
1934-1935	1080
(Instead of $1400)	

Similarly for an elementary teacher:

1932-1933	$1000
1933-1934	900
(Instead of $1100)	
1934-1935	900
(Instead of $1200)	
1935-1936	1300

The schedule of an elementary teacher who began teaching 1933-34 and took a 10 per cent cut would be as follows:

1933-1934	$ 900
1934-1935	900
1935-1936	1200

This opinion has no bearing on fourth class districts.

SIGNIFICANT STATISTICS

Length of School Term

The status of Pennsylvania with respect to average length of school term in days may be seen from the following statistics:

Average Length of School Term in Days	
All States	171.6
Vermont	193.1
New Jersey	187.1
Maryland	186.5
New York	185.4
Connecticut	128.0
Montana	181.8
Washington	180.9
Pennsylvania	180.8

The shortest average length of school term in any State is 132.5.

Teachers Finances

The Battle Creek District of the Michigan Education Association reports the following findings in a survey of the financial condition of 230 Battle Creek teachers:

1. Continued professional study during the last three years in spite of curtailed income	59%
2. Borrowed money to continue professional study	23%
3. Cancelling insurance but continuing professional study	23%
4. Forced to resort to borrowing	43%
5. Forced to draw upon savings	49%
6. Married women having dependents	73%
7. Single women having dependents	41%
8. Married men having dependents	100%
9. Single men having dependents	60%
10. Women with dependents	48%
11. Men with dependents	95%
12. In debt	65%

WHAT IS A "COMMON SCHOOL"?

The familiar term "common school" has been used so long and in so many relationships that its strict meaning is difficult to define, according to an article prepared by Clarence E. Ackley, director of the bureau of professional licensing and law in the Department of Public Instruction, and appearing in the current number of the American School Board Journal.

In his profound study of the use of the term in the laws of the several states, Dr. Ackley found it at one time or another signified public schools, free schools, seminaries, kindergartens, high schools, grammar schools, academies, industrial schools, preparatory schools, evening schools, commercial schools, junior colleges, and even technical schools.

The general implication underlying the term "common school", according to Dr. Ackley's report, is that it must be established by legislature, and be general, uniform, and equally open to all in its character. The writer quotes in his treatise, "without being able to give any accurate definition of a 'common school' it is safe to say that the common understanding is, it is a school that begins with the rudimental elements of an education as distinguished from academies or universities devoted inclusively to teaching advanced pupils in classes and all the higher branches of study usually included in the curriculum of the colleges."

However, the article points out that teaching higher branches of learning in common schools is not a violation of the common school law, for there seems to be almost no limit as to how far upward this extension of learning may go under the name of common schools, provided only that the legal limits of taxation are not exceeded, that a real continuity with the high school and the lower grades is maintained, and that the opportunities are open to all pupils of the district in accordance with their ages and abilities.

Budget Making Under Act 389

The main features pertaining to budget making under Act 389 approved July 18, 1935, may be summarized in five steps:

1. The School Board shall, at least thirty days prior to the appropriation of the annual budget, prepare a proposed budget of the amount of funds that will be required by the school district in its several departments for the following fiscal year.
2. Final action shall not be taken on any proposed budget in which the estimated expenditures exceed $2000, until after ten days public notice.
3. A copy of the proposed budget shall be available for any interested person to examine upon request at least twenty days prior to the date set for the adoption of the budget.
4. Within fifteen days after the adoption of the budget, the board of school directors shall file a copy of the same in the office of the Department of Public Instruction.
5. Uniform budget forms prepared by the Department of Public Instruction shall be used for these purposes by the school board.

IT'S BEING DONE

Radio Broadcasts on Education

"Our American Schools" radio program is broadcast by the National Education Association each week, coming at 11 o'clock EST on Saturday mornings, and 7:45 EST on Wednesday evenings.

"Education in the News", United States Office of Education broadcast, comes over the air every Monday evening at 7:45 EST.

"News and Views of the NEA" is broadcast on the first Sunday of each month by Agnes Samuelson, President of the National Education Association, through station WHO, Des Moines. The time is 10:30 P. M., CST.

Circus of Science

A "circus of science" has begun to tour the country! A caravan of 28 motor trucks containing exhibits of scientific achievements in industry is on tour throughout America. The "circus of science" will bring to hundreds of cities of the United States the latest developments of applied science. Tents will serve as exhibit halls and supply circus atmosphere.

Traffic Safety

Kalamazoo, Mich., public schools are sponsoring an interesting series of broadcasts, the announced purposes of which are: to define school problems for the citizens, and to keep the citizens informed about the nature and extent of educational opportunities offered to the boys and girls of the city.

The Detroit Board of Education has begun a course in traffic safety and safe driving in all its public schools.

Temperance Course

A new outline for temperance education will be available to all teachers in Michigan before May first.

The course has already had a successful try-out in the schools where it aroused favorable interest among the pupils.

Dramatic Contest

Pennsylvania State College was host to the first state-wide dramatic contest for secondary schools held at that institution April 25 under the direction of division of dramatics. All high schools in the State were eligible for the contest and were allowed to select any type of one-act play to be presented.

The high school furnished the actors and the special stage property and the Penn State players staged the production. Three judges determined the awards.

Dental Problems in School

Realizing the negative effects of neglected dental hygiene on the scholastic and general progress of school children, New York's Morris High School has attacked the problem in a practical and effective manner. Of the 555 pupils examined 509 had decayed teeth. The average number of cavities being about 3.4 per pupil.

Part of the dental hygiene program of this school consists of the examination of all pupils at the beginning of the term; urging those needing treatment to visit their dentist; making arrangements for those who cannot afford to see the dentist. carefully checking the response on the part of the pupils to the instruction given them as a result of the examination; withholding school credits and other privileges to induce pupils to properly care for their teeth; soliciting the cooperation of parents in the interest of the child's dental health; giving information as to courses of aid available to the student; stressing the importance of dental hygiene in biology, health, and civics classes; instructing the pupils of the anatomy and functions of teeth, of diet in relation to teeth, of the requirements of a good toothbrush and dentifrice, methods of brushing teeth, progress of decay, and the importance of regular visits to a dentist.

Reimbursements from state funds to school districts engaging certified dental hygienists in Pennsylvania are made on the same basis as for any other teacher, provided such districts include in their regular budget a proper allocation of funds for this service. It is also possible for two or more districts to jointly engage a dental hygenist on a full-time basis.

Story Parade

With the object of distributing good literature to children, a group of educators and laymen including such familiar names as Bess Goodykoontz, Hughes Mearnes, Walter Barnes, Joseph Auslander, and others have joined in producing a literary magazine for boys and girls entitled "Story Parade."

Not only are its contents of story, verse, and picture adapted to the tastes of children, but the format of the magazine with its hand painted cover depicting Eskimo life is equally suited to their likes. It has large, widely spaced type, durable, heavy paper, and artistic decorations which are equally appealing to the younger minds.

The magazine is now in its third number and is published at 70 Fifth Avenue, New York, N. Y.

Voices of the Nations

Under the auspices of the International Broadcasting Union a series of semi-annual thirty minute broadcasts will be initiated over a world-wide hook-up on Sunday, September 20, 1936. The first program, presented jointly by the CBS and the NBC will consist of American music including some negro folk songs and spirituals.

The second concert which will be given sometime during February, 1937, will originate from the Argentine Tango Congress in Buenos Aires; and the third is to be heard either from the Dutch East Indies or the Belgian Congo, and will likely present the famous harvest festival at the palace of the Sultan of Djokja. Each program of this elaborate series will originate from a different country and be relayed to all nations belonging to the International Broadcasting Union. In this way, during the course of years the music and culture of every section of the world will be presented.

County Libraries Give Wide Service

Clinton, Dauphin, Huntingdon, and Schuylkill counties are making exceptional strides in developing their county-wide organization of library service. With a population of 32,000 Clinton County after establishing the library headquarters at Lock Haven, found it expedient to set up branches or stations at Renovo, Avis, Logan ton, Beech Creek, and Clintondale. Huntingdon County, where the population is only slightly larger, is now offering library service to 148 teachers in 122 schools through the agencies of a score of library stations. Dauphin County, with its headquarters at the capital city and with a population of 165,000, lent last year upwards of 200,000 volumes. Besides its numerous branches and deposit stations, Dauphin County operates a book truck which is familiarly known to its many county patrons at "The Cardinal".

AUXILIARY AGENCIES

PTA Publicity

Seven media of publicizing parent-teacher activities are used by one of North Carolina's associations:

1. Announcement of programs mailed, and made from pulpits.
2. Posters placed on bulletin boards and streets.
3. Notices printed in newspapers.
4. Announcement of program by Principals from rostrum.
5. Banners presented to rooms having most parents.
6. Grade mothers and fathers chosen by each classroom.
7. Scrapbooks compiled and made public.

Country Women

Pennsylvania's rural women have been invited to take part in the Third Annual Conference of the Associated Country Women of the World in Washington, D. C., from May 31 to June 6. One thousand delegates representing some 75 nationally organized associations of rural women from over 40 nations are expected to be in attendance.

World Federation

In order to attach greater importance to the celebration of World Goodwill Day on May 18, the World Federation of Washington, D. C., is making available the Goodwill Award which is printed on a fine quality of paper, 8 x 10 inches, in decorative letters and in two colors. The Federation hopes that practically every school will celebrate the day with a program, play, pageant, or other presentations.

Women's International League

In answer to many requests, the Women's International League of Philadelphia, has checked about 600 peace posters, mounted them on cheese cloth and has them available for schools and persons interested in using the same.

The posters are prepared in sets of twenty, different from each other, and will be loaned to responsible individuals for exhibition purposes in schools, churches, and libraries, for a period of two or three weeks.

New Radio Program

To promote the use of radio for educational, cultural, and civic purposes, the National Committee on Education by radio recently adopted a new program which considerably increases the scope of its activities. With the feeling that cultural and civic broadcasting are as important as commercial broadcasting, the committee is promoting radio programs that qualify for school use under unimpeachable auspices and through facilities that are not subject to withdrawal or dictation.

The committee continues its programs of research and experimentation with the cooperation of many social and educational agencies.

PTA Pulls for Public Opinion

"The parent-teacher association should create public opinion for:

HOMES where a child may feel free; where he is well fed. where he has room for his belongings; where he can study in quiet; where the hours of home activities are regular and unhurried and from which he goes every day with a sense of loving care and of adventure.

SCHOOLS where his personal rights are observed; where he is treated as an individual; where education is unified and not a collection of alien subjects; where teachers are free from the anxiety of unpaid bills and from political interference; where a parent-teacher association strives to bring understanding of the home and the school into the consciousness of every member; where he learns, along with the tools of learning, as much about life itself as he does about subject matter; where he goes to his home with satisfaction over his day's work and pleasant anticipation of the next day's session.

A COMMUNITY where he is protected from attack—through his senses, through prevention of disease, through avoidance of accidents, through influences where beauty surrounds him, where people that he meets are law-abiding and kindly, and where decent community ideals prevail."

Interracial Relations

The office of the interracial consultant of the State Department of Welfare will shortly issue a booklet containing useful source material citing the worthy contributions which negroes have made to the United States both in slavery and freedom. A description of the progress achieved by this group in the face of wide-spread difficulties, the extent to which members of this group are contributing to the advancement of their country at present in the fields of art, literature, music, religion, public service, industry, and the like, will be set forth in this document.

This publication will be available to school principals throughout Pennsylvania, with a hope that they will utilize it in the attempt to offset the tendency of different race groups to discount one another because of lack of knowledge of the worthy things which each has done and is doing.

Professional Organizations

DEPARTMENT STAFF CONTRIBUTES TO SCHOOLMEN'S WEEK PROGRAM

An important step toward bringing into closer relation the Department of Public Instruction and the Schoolmen of Pennsylvania was achieved when nine members of the Department staff were invited to participate in the deliberations of the Annual Schoolmen's Week in Philadelphia on March 25-28.

Appearing before three different groups at the convention, Superintendent Lester K. Ade, spoke on "Some Requirements of a Modern School", "A Broader Conception of Education", and "The Program of the Pennsylvania Department of Public Instruction". J. K. Bowman of the teacher division; Claude M. Rosenberry of the music section; Tressa C. Yeager of the elementary division; C. Valentine Kirby of the art section; Samuel Fausold, Deputy State Superintendent; Henry Klonower of the teacher education division; Marion MacKay, financial advisor; and Mrs. Lois Owen, supervisor of school nursing, were other members of the staff of the Department who made contributions to the program.

P-T Certified Organizers

The Pennsylvania branch of the National Congress of Parents and Teachers is making available certified organizers to aid communities in the establishment of parent-teacher associations. Persons interested in the organization of parent-teacher associations are invited to contact the nearest certified organizer in the following list, which is arranged by districts:

District No. 1

State—Mrs. Walter Greenwood, Mr. Joseph T. S. Shaub; Chester County Council—Mrs. J. N. Adams, Mrs. D. W. Faulk, Mrs. George F. Ebert, Mrs. S. Buckwalter, Mrs. E. F. Yarnall; Bucks County Council—Mrs. J. A. Flood; Montgomery County Council—Mrs. John Elliott, Mrs. C. H. Woolmington, Mrs. Philip Flack; Delaware County Council—Mrs. William Kuebler; York County Council—Mrs. John Strebeg; Northampton County Council—Mrs. H. A. Nagle, Mrs. Joseph T. Myers, Mrs. C. Jameson.

District No. 2

Dauphin County Council—Mrs. A. C. Beard.

District No. 3

District—Mrs. E. A. Hower; Blair County Council—Mrs. W. K. Stultz, Mrs. C. A. McMullen; Cambria County Council—Mrs. W. O. Lee. Bedford County Council—Rev. A. L. Wynn.

District No. 4

District—Mrs. R. E. Seldon; Allegheny County Council—Mrs. L. G. Stone; Pittsburgh City Council—Mrs. P. B. Digby, Mrs. C. H. Courtwright, Mrs. A. C. Ackenheil; Indiana County Council—Mrs. George W. Lindsay; Washington County Council—Mrs. J. E. Long, Mrs. Alfred Gruenwald.

District No. 5

District—Mrs. William Ogsbury, Mrs. N. R. Rein, Mrs. C. I. Chamberlain, Mrs. G. J. Laidlow; Erie County Council—Mrs. Lynn Bovee; Erie City Council—Mrs. H. R. Martin; Venango County Council—Mrs. D. V. Urey. Crawford County Council—Mrs. Paul Dannet; Warren County Council—Mrs. Harold Hawkey.

District No. 6

State—Mrs. H. H. Hall; District—Mrs. C. Huling; Lycoming County Council—Mrs. H. W. Schaefer.

District No. 7

District—Mrs. George Butz, Mrs. James More; Lackawanna County Council—Mrs. Frank Sneberger, Mrs. R. A. Houghton, Mrs. Harry Vaughn.

Problems Pressed at Department of Superintendence Convention

Considerable light was thrown upon a number of perplexing problems confronting American education during the annual convention of the Department of Superintendence recently held at St. Louis.

Among them were:

1. Should teachers submit to loyalty oaths?
2. Is America settling down to a realistic view of things?
3. Is Fascism likely to develop in America?
4. Should schools be made agencies of propaganda?
5. Should the emphasis in education be upon gaining a livelihood or learning the art of living?
6. Are fads and frills of more practical value in education than a straight-jacket curriculum?
7. Is tenure for competent teachers desirable?
8. Has America kept faith with the founding fathers in establishing a society guaranteeing life, liberty, and happiness to all?
9. Should Federal control supercede local control of schools?
10. Is the economic scarcity value of the native intelligence demanded for the teaching functions a good criterion for establishing salary schedules?

The NEA Figures

If "figures talk," one can gather an impression of the size and scope of the National Education Association from the following:

	U. S.	*NEA Members*
Number of teachers.....	800,000	170,000
Number of principals	70,000	25,000
Number of county supts. ..	3,600	1,000
Number of city supts.	3,200	2,500

The NEA budget for 1936, as adopted at the Denver convention, totals $511,000. The dues of 170,000 teachers amount to $340,000 or about two-thirds of the total annual income.

HIGHER EDUCATION

Research and Public Information

On the teaching of controversional issues in the public schools, Roy W. Hatch of the State Teachers College at Montclair, New Jersey has said, "First, find the facts; then, filter the facts; then, face the facts; and then follow them."

Educational Research

Education, like science and industry, needs objective information and facts. Educational research provides for the collection, organization, and use of such facts. With the possession of facts as secured through research the teacher finds it possible to make objective appraisals, and to develop better ways of teaching.

Since education and life are dynamic and ever changing, the process of research must be continuous. Only through restless and continuing appraisal as measured in terms of objective information and facts resulting from such research, can the teacher properly evaluate and make use of the forces that lead to educational growth and development. Thus is research made effective for better public education.

CLASSIFICATION OF PENNSYLVANIA'S EDUCATORS

In Pennsylvania there are 62,324 teachers of which 11,536 are engaged in first-class districts, 8,521 in second-class districts; 18,741 in third-class districts; and 23,526 in fourth-class districts.

The supervisors and administrators of Pennsylvania's public schools may be classified as follows; there are 173 superintendents of which 172 are men and one a woman, 66 county superintendents of which all are men, 83 assistant county superintendents of which 75 are men and eight are women, 746 supervisors of which 250 are men and 496 women, 590 supervising principals, 568 are men and 22 are women.

STATE SUPERINTENDENT SUGGESTS SOME ASPECTS OF EDUCATION FOR PENNSYLVANIA'S SURVEY

When recently called upon by the three committees on minimum standards of the Joint Educational Costs Survey Commission, established by the 1935 Legislature, to suggest some of the more important aspects of a survey of education for Pennsylvania, Lester K. Ade, State Superintendent, raised the following questions for consideration:

1. Should there be for every child a competent, well educated, growing teacher?
2. What constitutes adequate supervision?
3. What constitutes adequate library service in elementary and secondary schools?
4. Should there be definite provision for post graduate education for secondary school graduates, possibly two years beyond the secondary school?
5. Should there be transportation facilities for school children, including secondary school pupils—possibly under county direction?
6. Should there be a minimum term of 180 days in all school districts?
7. Should the ratio of pupils per elementary teacher exceed 33, and should it exceed 23 pupils per secondary school teacher?
8. Should the enriched curriculum be available for all children in the elementary and secondary fields, including fine and practical arts?
9. Should definite provision be made for health and physical education, including gymnasium and ample playground? Should medical inspection, including a school nurse, be available for pupils and teachers annually?
10. Should there be adequate provision for the education of all physically and mentally handicapped children?
11. Should definite provision be made for educational and vocational guidance?
12. Should an adequate safety education program be provided for all grades?
13. Is an adequate testing program essential in every school district?
14. Should museums be provided for every district, or at least for every community?
15. Should standardized accounting records be provided for every district?
16. Should school districts be sufficiently large to provide for the best educational services at minimum costs? Should larger school districts be sitmulated by subsidies allotted for that purpose?
17. Should modern school buildings provide for a flexible, enriched program of education?
18. Should definite provision be made for adult education of all types, including rehabilitation of the crippled?
19. Should each school district be required to follow a program approved by the State Department of Public Instruction?
20. Should provision be made for extra-class activities, including clubs of all sorts, athletics, dramatics, school bands, orchestras, publications, and other endeavors?
21. Should we not make provision for a compulsory education program for all children from six to eighteen years of age?
22. Should all teachers be protected by an adequate retirement system, salary schedules and tenure laws?
23. Should every pupil be supplied with adequate texts and other necessary materials of instruction?
24. Should adequate clerical help for both instructional and administrative purposes be provided?
25. Should definite provision be made for a continuing research program under the direction of the Department of Public Instruction?
26. Should definite provision be made for withholding state appropriations when necessary to compel conformance with the law?
27. Should a minimum enrollment for the establishment or operation of all secondary schools be determined?
28. Should all subjects mandated by law be included in a program of minimum standards?
29. Should the State take over bonded indebtedness of smaller districts if larger units are formed?
30. What should the State do to help pay the tuition on non-resident secondary pupils?
31. Should leeway be allowed for individual communities over and beyond the minimum program?
32. Should the state support be large enough to pay the whole minimum program, or be used to supplement the yield of a uniform local tax?
33. Should the extension and development of voluntary youth organizations be encouraged?
34. Should every child be dealt with intelligently as society's charge, and not as society's outcast?
35. Should the establishment of nursery schools and kindergartens be encouraged with out provision of financial aid from the State?

Anticipating Anniversaries

May 1 May Day or Child Health Day

May 1-2 Annual Meeting Penna. State Home Economics Asso. Phila.

May 3-9 National Music Week and National First-Aid Week

May 4 Horace Mann, 1796-1895. Educator, lawyer, founder of normal school. He wrote: "The Common School is the greatest discovery ever made by man. It is supereminent in its universality and in the timeliness of the aid it proffers ..... The Common School can train up children in the elements of all good knowledge and of virtue." Elected to the Hall of Fame.

May 10 Mother's Day

May 12 Florence Nightingale, 1820-1910. English war nurse, founder of modern nursing.

May 12-18 Peace Week

May 16 Joan of Arc, 1412-1431. French National heroine, called "The Maid of Orleans".

May 18 International Good-Will Day

May 21 American Association of the Red Cross founded, 1881. Clara Barton elected president.

May 23 James Buchanan Eads, 1820-1887. Engineer, ship-builder. Elected to the Hall of Fame.

May 24-31 Poetry Week

May 25 Ralph Waldo Emerson, 1803-1882. Poet and essayist. Unitarian minister called "The Sage of Concord". Elected to the Hall of Fame.

May 28 Louis Agassiz, 1807-1873. Zoologist, natural historian, teacher. Elected to the Hall of Fame.

May 29 Patrick Henry, 1736-1799. Statesman, lawyer, general orator. Elected to the Hall of Fame.

May 31 Walt Whitman, 1819-1892. Journalist, poet, naturalist. Elected to the Hall of Fame.

October 28 Fiftieth anniversary of the dedication of the Statue of Liberty. Presentation of the Statue of Liberty by the French people was the direct outgrowth of French participation in the American Revolution, their sympathy with American ideals and principles, their admiration and respect for our citizenry and their mutual high esteem for the ideals of liberty and peace. A nation-wide observance of this anniversary is being planned by the National Park Service of Fortwood, N. Y.

Apropos this anniversary the Ladies' Auxiliary of the Veterans of Foreign Wars is sponsoring an essay contest for secondary school students between the ages of 14 and 18 on the subject, "What the Statue of Liberty means to the American People". The entries, which are to be between 500-1000 words in length, will be due June 30, 1936. Besides local prizes, two state medals and a trip to Bedloe's Island will be awarded the winners.